



Utah CCGP---Guidance Activities Results Report (Large Group) 2006-2007

School Name: Rocky Mountain Middle School

ABSTRACT

Over the past several years in our school district all of the elementary schools have worked on implementing PBIS/UBI. As we have watched the successes that the elementary schools have had, a decision was made to take the UBI program and implement it in the Middle school starting this school year. We will be creating unity in our approach to behavior from class to class, as well as from school to school. This consistency will hopefully show positive results for our school, as it has for the other schools. We will create school wide rules and expectations. We will teach and reinforce those expectations and correct problem behaviors in a unified manner. We will track our school discipline to compare this year to last to see if we are improving.

PROJECT DESCRIPTION

- This project helps us accomplish the Utah CCGP Student Outcome Standard A, Objectives 1, 2, and 3: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. And students will achieve school success as measured by behavior.
- We expected that by implementing the UBI program in our school that students will have fewer discipline problems. To see if this is so we will track In School Suspensions (ISS), Detentions (DT) and Lunch Detentions (LD).
- The implementation of UBI is designed to benefit every student in the school.

Participants:

- The UBI program is a school- wide program and is designed to be a benefit to every student in our school, both 6th and 7th grade.

Method:

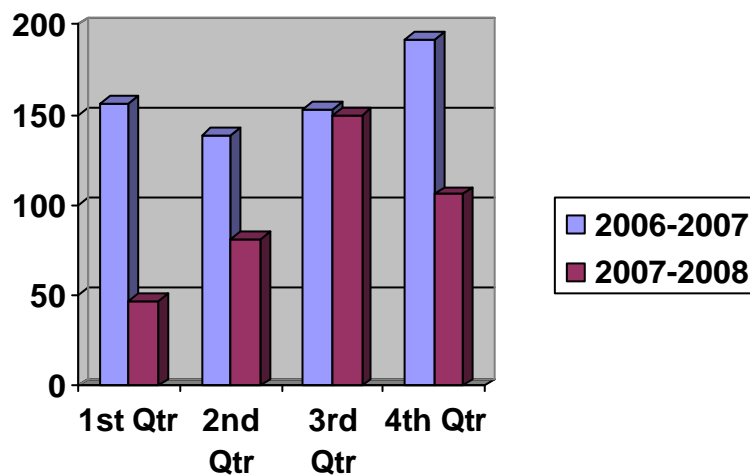
- The UBI implementation for our school began when Mr. Dahl was identified by Principal Case as the Building Coordinator. Then, in June of 2007, Mr. Dahl and Mr. Case attended UBI training to learn how the program is designed to operate. By the end of June a school UBI team of 9 staff and teachers had been identified. Then in August the entire team received training.
- Once everyone was trained, the team set our goals. For this year our goals were to identify 3 school-wide rules, define behavior expectations for the school, teach those expectations, reinforce appropriate behaviors, and correct problem behaviors.
- The team was able to meet those goals for the year.
- To evaluate the effectiveness of the UBI program we collected the data necessary to track ISS, DT, and LD in our school.

RESULTS

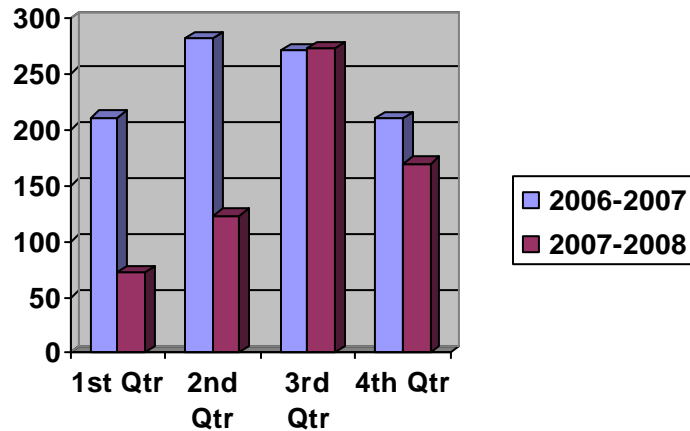
As we tracked the LD, ISS, and DT for the year and compared the results from this year to last year we noticed significant improvements. The number of LD, ISS, and DT decreased this year when compared to last year. For specific results see the following graphs and tables.

	2007-2008 School Year	2006-2007 School Year
Term 1		
• In School Suspension	47	156
• Detention	11	23
• Lunch Detentions	72	211
Term 2		
• In School Suspension	81	139
• Detention	46	55
• Lunch Detentions	123	282
Term 3		
• In School Suspension	150	153
• Detention	25	56
• Lunch Detentions	273	271
Term 4		
• In School Suspension	106	192
• Detention	17	23
• Lunch Detentions	170	210

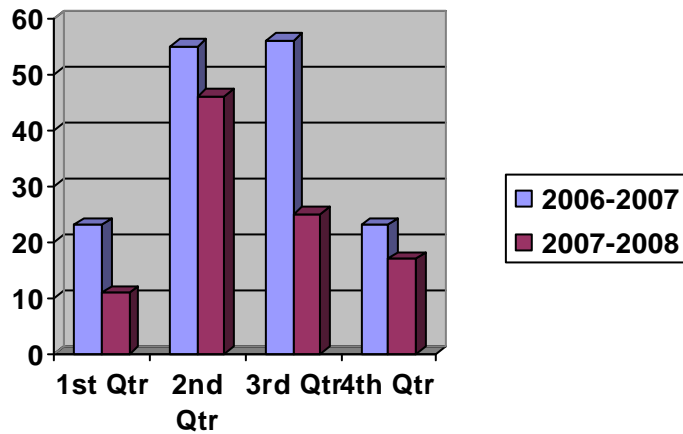
In School Suspensions



Lunch Detentions



Detentions



DISCUSSION

As a school and as a UBI team we have been pleased with the results we have seen this year. The number of discipline referrals dropped significantly this year when compared to last year. And in 3rd term, when it appears we did not make much progress, we can account for the perceived lack of progress. (A long winter kept kids inside too much and Mr. Case made a decision to issue discipline referrals to gum chewers.)

We have seen that the UBI program can be an effective tool for supporting students in exhibiting appropriate behaviors.



Utah CCGP-Closing the Gap Results (Small Group) 2007-2008

School Name: Rocky Mountain Middle School

Target Group: 10 students in Mr. Panarelli's Social Skills class

Target Group selection is based upon: 10 At-Risk students who are hand picked by the counselors as possibly benefiting From Social Skills/Martial Arts training.

ABSTRACT

Our plan this year is to continue gathering data on the same program we studied last year. We feel that one single year's observations did not give us a completely accurate picture of how the program was working. Here is an excerpt from last years abstract:

For the past 3 years Mr. Panarelli (Sped. Teacher) has conducted a small martial arts class designed to teach kids social interactions, how to work in groups, motivation, etc. As counselors we decided to track this class throughout the year and to add "Why Try" training to the curriculum. We administered a survey to teachers at the beginning of the year and at the end of the year to gauge change in student behavior. The survey asked 6 questions designed to gauge classroom conduct, effort, social appropriateness, student perception of school, ability to work in groups, and ability to achieve goals. We also tracked student GPA throughout the year. The students attended Mr. Panarelli's class 1st period every day throughout the school year. Starting 2nd term, the counselors taught the "Why Try" curriculum to the students on a bi-weekly basis as a part of the entire class curriculum. Over the past few years, our perception has been that the kids who attend this class have improved socially, academically, etc. We expected that by gathering data we could show that this class has been beneficial academically, socially, motivationally, etc

PROJECT DESCRIPTION (the info here is copied directly from last years study. We are planning on running the same study so we can gather more results.)

Introduction:

- This plan was developed and based on several Utah CCGP student outcomes.
 - Standard A, objectives 1,2,and 3: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
 - Standard G, objectives 1 and 3: Students will develop the ability to evaluate and to approach life as a contributing citizen in the global community.
 - Standard I: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
- Intended Student Behavior
 - It was hypothesized that student GPA would improve over the course of the school year.
 - It was also believed that teachers would note an improvement in motivation, social interactions, classroom conduct, effort, ability to achieve goals, and student ability to work in groups.

Participants:

- We had 10 7th grade students who were hand selected for the class.
- The group was picked based on several factors. The students were all identified as "at-risk." Students were also chosen based on teacher recommendations, as well as counselor

recommendations. Most of the participating students also have an IEP. Students were also selected based on their personal desire to be in Mr. Panarelli's martial arts class.

Method:

- Mr. Panarelli conducts a 7th grade Martial Arts class first period. In the class, Mr. Panarelli places an emphasis on teamwork, goal setting, and appropriate social skills. These concepts are taught as an integral part of the Curriculum. As counselors, we also conducted classroom presentations utilizing the "Why Try" curriculum.
- The class was conducted as a year long class and ran through the entire year.
- The effectiveness of the program was measured by tracking student GPA as well as a survey that was completed on each student by all teachers. (See attached survey.) We also examined some CORE test results and compared the students 6th grade CORE scores to their 7th grade Core scores.
- *This year rather than provide "Why Try" training to the entire group, the counselors met individually with participants as needed.*

RESULTS

This year we tracked several areas for the 10 boys who were included in the Martial Arts class. The class was also only a semester long, rather than a full year. (This was done to accommodate more students.) for our study we followed the 10 students enrolled in the second semester class.

We tracked attendance for the students throughout the year. On Average, the students' attendance improved second semester, while enrolled in the class, as compared to first semester. First semester the students averaged 6.6 days absent. Second semester the students averaged 5.6 days absent. The students in the martial arts class averaged 1 day less absent during second semester. This becomes even more significant when the students in the Martial Arts class are compared to the student average for the entire school. The average students was absent almost .5 days more during second semester than during first semester. The Martial Arts students reversed the school-wide trend to be absent more during second semester.

We also tracked GPA for the students in Mr. Panarelli's class. We compared first semester GPA to second semester GPA. During first semester, the average GPA the students in Mr. Panarelli's class was 2.669. During second semester, the average GPA rose to 2.981.

Lastly, we also followed the Math CORE testing results for the students enrolled in the Martial Arts class. On average, in 6th grade, the students scored a 48.97%. This year (7th grade) the average score was a 64.21%, an increase of approx. 15%.

DISCUSSION

We do feel that Mr. Panarelli's class has been very beneficial to the students who are enrolled in it. However, we still have a hard time determining exactly how much of the progress can be attributed to his class alone. Currently in our school we have several initiatives that are designed to help at-risk students. The bottom line seems to be that we are seeing improvement with our students.



Utah CCGP-Guidance Activities Results (Large Group) 2007-2008

School: Wasatch Mountain Jr. High

Counselors: Amber Terry, Chad Baird

Target Group: All 8th and 9th grade students

Target Group selection is based upon: missing assignments, poor grades

Key Word: tutoring program, making grades count

ABSTRACT

Our school has become increasingly aware of the need to provide tutoring during the regular school day to aid students in understanding content and in helping them to get passing grades; and has been particularly concerned about preparing students for the next level (i.e. high school). The school administration and counseling department have set their sights on decreasing the number of failing grades, increasing the number of credits 9th graders have earned as they move on to 10th grade, and in making sure students have a better understanding of the content they are learning. A lunchtime content tutoring program was devised to aid in reaching these goals. Overall, a reduction in the number of failing grades was realized. Indirectly, it is hoped that a better understanding of content area is realized as well but was not directly measured in this data project.

PROJECT DESCRIPTION

Introduction

The goals of this project were to

- Increase numeracy and literacy as noted in the school improvement plan
- Increase the number of passing grades and therefore increasing the number of credits earned, especially for the 9th graders who are accumulating credit for graduation.

Participants

- All actively enrolled students at Wasatch Mountain Junior High were potentially involved in this project, which includes both 8th and 9th grade students.
- The actual target group of students for this project included students who were identified as needing remediation or were students missing assignments in their courses. Participants were identified by teachers to attend lunch time tutoring and/or tutoring during advisory class on Wednesdays for 20 minutes (for Math only).

Method

- All 9th grade students participated in a presentation ("Why I was so Stupid") on high school credits, recovering from zeros, what zero's do to your grade, and planning for education beyond high school. This presentation was given at the end of 1st term.
- Teachers were assigned by content area (e.g. Math, English, Social Studies, Science) to offer content area tutoring during lunch time one time each week.
- Throughout the whole school year students were placed on tutoring lists weekly by individual teachers. These lists were posted around the school the day before tutoring was to occur. Announcements were broadcast daily to remind students to attend their

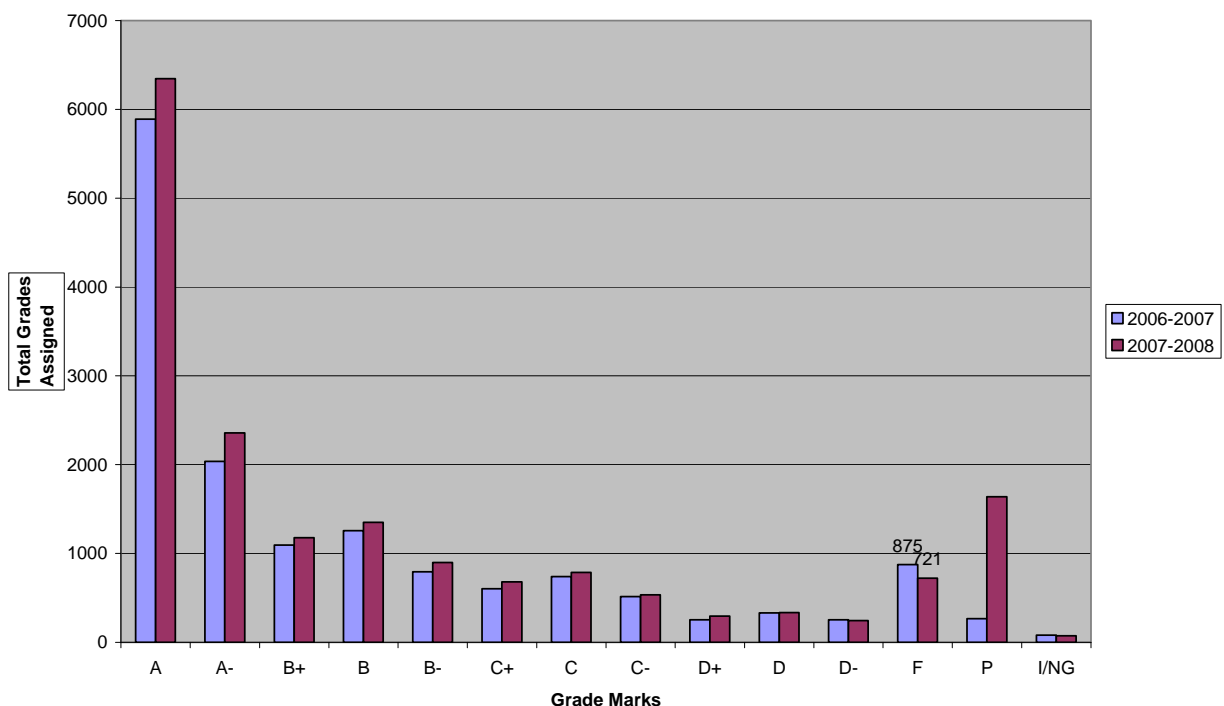
tutoring as well. By the end of the year, teachers were even stamping students' hands with the words "oops" so they had no excuse about remembering to attend lunch time tutoring. Sack lunches were provided for students as needed.

- The total number and percentage of failing grades from 2006-2007 school year were compared with the current 2007-2008 school year. Because this lunch time tutoring programs began only mid-year during 2006-2007, there should be a greater effect for the 2007-2008 school year as far as a reduction in failing grades. It was found in the 2006-2007 school year that a reduction in failing grades was realized in a pre and post intervention comparison.

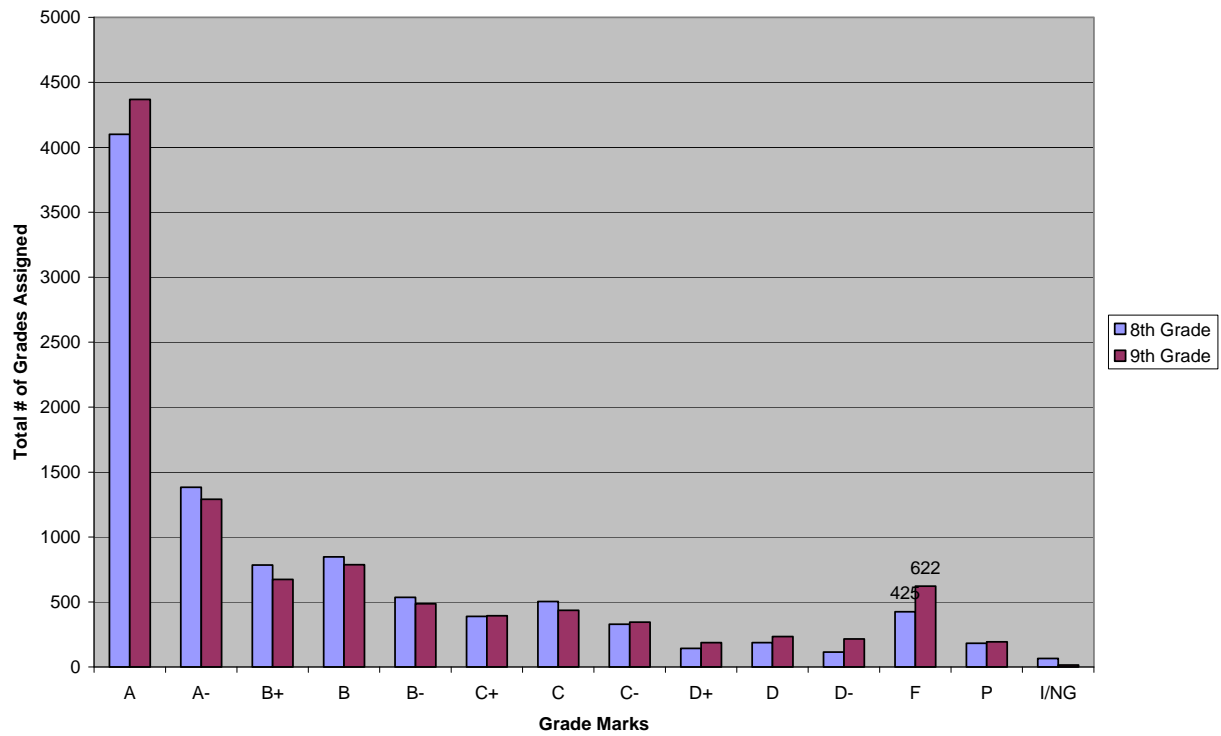
RESULTS

The results for the school-wide tutoring program were positive overall. The total number of failing grades was reduced from 875 to 721 from the 2006-07 school year to the 2007-08 school year. That is a difference of 154 less failing grades during the 2007-08 school year which is equal to a 17.6% reduction. When the total grade distribution (i.e. A-F) is considered the overall reduction indicates a 1.68% change in the number of failing grades compared to the school years' total number of grades given. It was also noted that there was a reduction in the overall number of students who had at least one failing grade: from 248 students in 2006-07 to 203 students in 2007-08 school year. A comparison of 8th grade students and 9th grade students revealed that in both school years 9th graders failed more classes than 8th graders. In 2006-07 the 9th grade accounted for 59.4% of the failing grades; the 8th grade only accounted for 40.6; in the 2007-08 school year the 9th grade accounted for 63.7% of the failing grades; the 8th grade accounted for 36.3% of the failing grades.

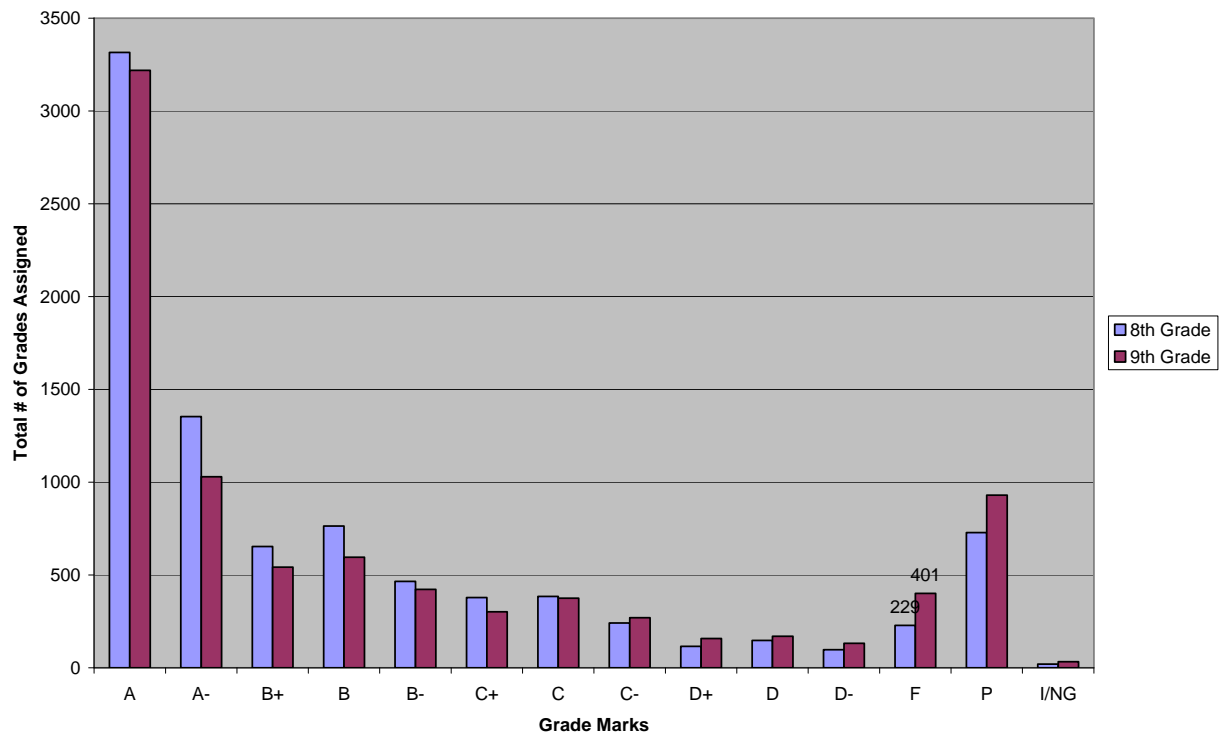
**Grade Distribution Comparison
(06-07 school year to 07-08 school year)**



Grade Distribution Comparison 8th vs. 9th grade (2006-2007 school year)



Grade Distribution Comparison 8th vs. 9th grade (2007-2008 school year)



DISCUSSION

The results indicate that the school-wide focus on tutoring and increasing the output of students (i.e. increasing the amount of work turned in) during the school day reduced the number of failing grades by 17.6%. Teachers happily reported that because of the content tutoring that students completed and turned in more work than if the program did not exist. The alarming statistic is that 9th graders failed more classes than the 8th graders in both school years measured. This is particularly concerning because 9th grade is the first year that credits begin to count towards high school graduation. More study is needed to identify why this trend has continued in spite of a focus on educating 9th graders about credits, graduation, and how zeros affect their grade. There may be other unlooked at factors that are at play during the 9th grade year. It is also unknown whether increased content learning is occurring because of the tutoring program. A comparison of overall core tests scores may reveal this answer. The next step in this process is to separate out the students who just need the time to complete the work from the students who need to be actually re-taught the content. Plans are in place for next year to improve the program in this way.



Utah CCGP-Closing the Gap Results (Small Group) 2007-2008

School Name: Wasatch Mountain Junior High

Counselors: Amber Terry, Chad Baird

Target Group: Students determined as at-risk

Target Group selection is based upon: Failing Grades

Key Word: tutoring, at-risk students

ABSTRACT

We chose this project to improve grades for at risk students. We used a team consisting of administration, counselors, teachers and the PASS instructor to determine students in need of help with grades. This team met weekly and those students in need were referred to interventions as needed. Those interventions were (in order of use): content teacher tutoring, lunch time tutoring program, credit recovery program, consultation time, study hall referral, meeting with counselor and Study hall teacher, meeting with administration, special ed. referral, warning letters sent home, academic probation, summer school, retention. Last year we implemented a lunch study program half way through the year. This is the first full year of the program, and we wanted to track students to see if we are helping these at risk students to improve grades and pass more classes, earning them more credits.

PROJECT DESCRIPTION

Introduction:

The goals of this intervention program were to:

- Increase Literacy and Numeracy as indicated by the school improvement plan
- Increase credit earned for At-Risk Students and decrease failing grades

Participants:

- 33 - 8th Grade Students and 41 - 9th Grade Students – Total Students - 74
- Students needing help improving grades as deemed by the At Risk Team based on the Low Achievement Lists gleaned from the SIS database. The students were typically failing three or more classes.

Method:

- The At Risk Team consisting of administration, counselors, teachers and the PASS instructor and study hall instructor met weekly to determine students struggling with grades and the interventions necessary for each student.
- Weekly meeting with At Risk Team Members. All other staff were involved in the interventions especially the lunch time tutoring – it is definitely a school wide effort to make it work.
- The first At Risk Team meeting was held on August 22nd and was held till May 14th. Data being evaluated is from the end of 1st term to the end of 4th term.
- Student's number of F's was used for data. 1st terms number of F grades was used as the base although interventions were started during 1st term. (Some students in the program may have entered during 2nd or 3rd term; also some students were exited throughout the year because of sustained progress.) 1st terms grades were then compared with 2nd, 3rd and 4th terms. Average failing grades for all students were compiled and the positive or negative grade change between

terms was considered as well as the average change for each term. Data was also kept on the number and types of intervention used for each student.

- A variety of curriculum and materials were used. We kept a tracking sheet for each student recording the number of F's each student had each week, and the types of interventions used with that student. We used a pyramid of Academic Interventions beginning with interventions that all students received to interventions that very few students received. The pyramid was as follows:
 - Content Teacher Tutoring – After School Tutoring – Study Hall Referral – Meeting with Counselor – Meeting with Administration – Academic Support/Study Hall – Special Ed. Referral – Academic Probation – Summer School - Retention

RESULTS

The results of the At-risk Team interventions indicate that students who were identified and tracked on a weekly basis and referred to the various interventions listed above, showed a moderate reduction in the number of failing grades these students received at the end of the tracking period. The table listed below lists the reduction of failing grades by grade level. The Average Reduction in F's for 8th was 1.90 and for 9th grade it was 1.76. The "Overall Change" column accounts for the number of F's reduced including those students who actually earned more failing grades after entering the intervention program. In the 8th grade one student actually earned 4 more F's after entering the program, while in the ninth grade 10 of the students actually increased their number of F's by one. Eleven students in the 8th grade showed no change in the number of failing grades; in the 9th grade ten students showed no change in number of failing grades. The overall effect seems to indicate that when the intervention program worked it had a large effect for students, meaning they reduced their failing grades significantly; however, one third of each of the 8th and 9th grade groups were "intervention resistant" such that no change occurred. One may speculate about whether or not these students would have been worse or better off in this program. The table below also indicates the number of credits that were recovered due to a reduction in failing grades: 38 term credits for 8th graders and 37 term credits for 9th graders.

Table 1.

Grade	# of Students	Avg. Reduction in F's	Overall Change	Total Term Credits Recovered
8th	33	1.90	1.62	38
9th	41	1.76	.87	37

DISCUSSION

From this data we learned that our tracking and interventions with at risks students did reduce the number of failing grades among the target group and thus increased the number credits earned by these students. In the 8th grade, the combination of interventions worked very well. Most students benefited from the program and most students had less failing grades. In the 9th grade group there was also a moderate reduction in the number of failing grades received from baseline to the end of the tracking period. However, the effect for 9th graders was not as strong as for the 8th grade group. For instance, in the 9th grade group 10 students actually failed 1 more class by the end of the program than when they entered the program, while this is only true for one of the 8th grade students. More study is needed to identify the origin of these differences. Another trend that was concerning is that there were several students that did not improve during the interventions. Twenty five percent of the 9th graders showed no change in the number of failing grades and 33 % of the 8th graders showed no change in the number of failing grades. These students were "intervention resistant" and the causes are unknown at this point. It

is known that when working with students that receive failing grades there are several factors that are involved. A lack of individual motivation and desire to perform better might be an issue. We have tried to implement Wolf Pack Rewards activities to encourage students to work on grades. Wolf Pack Rewards is a school-wide positive reinforcement program for students with passing grades for which they get to participate in fun activities during lunch time or advisory. We will continue to discover and implement new rewards for students that are passing classes.

We will continue to hold the at risk meetings because we feel it helps to identify students that need a little extra support and interventions. We will also continue the school-wide lunch time tutoring program that is in place to help all students. After school programs are not enough to help the at risk students. It is very difficult to get them to stay after school and some, due to transportation issues, can't stay after school is let out. The time within the school day is the best way to reach these at-risk students and give them the help they need to get back on track.